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ABSTRACT

The study was designed to assess the impact of high school community service programs on students' social development. These programs enable students to earn academic credit through volunteer work in various agencies. Their work is supervised by teachers and on-site supervisors. Frequently a seminar or class is part of the program. Eight community service programs were studied. Data were collected on 20 program students and 20 control students. This included pre- and post-survey questionnaires; interviews with students at various points in time; interviews with the school principal, program teachers, and field placement supervisors; and observation of classes and student activities at their field placement. Several criteria for assessing developmental activity as being productive were delineated. Student testimony and research staff observations were the main sources of data. Students were asked to recall examples of developmental activity and to describe the extent to which school classes and field placements tended to meet the developmental criteria. The appendices include questionnaires, student interview, and observation sheet. (DWH)

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Adolescents' Participation in Developmental Activity: A Method of Assessment

by
Fred M. Newmann

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I. Problem

Rationales for development as an aim of education include a variety of conceptions of human development (e.g., cognitive, ego, moral, social) and diverse criteria for assessing individual progress within each conception (Newmann and Sleeter, 1982). In spite of lack of agreement on criteria for measuring personal development, program developers and socialization researchers tend to agree that development is facilitated when adolescents engage in certain roles and activities. Several writers argue, for example, that development is nurtured when adolescents experience novel situations, when they exercise responsibility for the welfare of others, when they resolve conflict, when they question their values, or when they work cooperatively (Conrad and Hedin, 1977; Conrad, 1979; Mosher, 1980; Hamilton et al., 1982).

Critiques of socialization in the United States claim that adolescents have relatively few opportunities to participate in such activities (especially in school) and that the society is, therefore, remiss in its approach to socialization to productive adult roles. We lack research, however, about the extent to which adolescents actually participate in such activities and whether some settings such as family, school, or job offer more opportunity for developmental activity than others. We also lack research on the extent to which adolescent participation in activities described by above criteria is actually associated with adolescent development.[1]

This report presents initial data from our main study of high school community service programs that will attempt to answer both

questions: how much developmental activity do various settings offer adolescents, and to what extent does adolescent participation in such settings predict individual developmental changes? This is a progress report on the first question: how might we determine the extent to which adolescents participate in developmental activity in different settings (school, family, job, etc.)?[2]

II. Overview of the Main Study

The purpose of the main study is to assess the impact of high school Community Service Programs on students' social development. Social development is defined through a variety of survey measures of personal efficacy, sense of social responsibility, cognitive skills in social problem solving, attitudes toward social participation. In high school community service programs students earn academic credit through volunteer work in day care centers, hospitals, nursing homes, law enforcement agencies, elementary schools, etc. Their work is supervised by school teachers and on-site supervisors and often accompanied by a special school class or seminar to reflect upon their community service experience. Eight exemplary community service programs were selected, and in each program, data was gathered on approximately 20 program students and 20 control students, including pre and post administration of a survey questionnaire, interviews of 4 program and 4 control students per school at three points in time, interviews with the school principal, program teachers, and field placement supervisors, and observations of program and control classes and students' activities at their field placement. The data reported here come from student interviews and our observations

of school classes and field placements at a time when each program indicated that students were enthusiastically involved in program activity.

III. Criteria for Developmental Activity

Drawing on a variety of literature, several criteria can be proposed as contributing to development. An activity could be judged developmentally productive if participating students

a) worked long and hard and tried their best

b) questioned their beliefs and values

c) used their own judgement and discretion

d) received feedback on successes, failures and how to improve

e) worked cooperatively with others

f) faced something new and challenging

g) tried to reflect systematically on the meaning of an experience

Further deliberation might suggest additions or deletions from such a list, but these offer an initial set that could be used to compare students' experiences in community service programs with their experiences in other school classes, their job, family, peer relations, extracurricular activities.

IV. Methodology

Ideally it would be useful to observe adolescents unobtrusively as they participate in various settings and to assess the extent to which such criteria seem evident. Resources did not allow such extensive data collection. Instead, we relied on student testimony

about their experiences through a) a survey questionnaire (Appendix 1), b) student interviews (Appendices 2 and 3), and observations by research staff (Appendix 4). We report here only on student interviews and observations by research staff.

The first part of the student interview (Appendix 2) asked students if, since the beginning of high school, they had ever experienced a situation in which they worked long and hard and tried their best; had they ever experienced a situation in which they questioned their values, . . . etc. If they identified a situation, we asked them to describe it. Responses were later coded to identify school classes, family, job, community service program, and other settings.[3] Our first set of data, then, describes the settings which adolescents cite when asked to recall whether they have experienced each of the criteria for developmental activity. Their responses represent the most salient examples which occurred to them, not necessarily an inventory of all situations in which the criteria were fulfilled.

A second set of questions (Appendix 3) asked students to describe the extent to which each of the criteria were fulfilled in their school classes (exclusive of the community service program) and the extent to which they were fulfilled in the field placement of the community service program. In contrast to Appendix 2, these questions asked for an explicit assessment of school classes and field placement on each of the criteria (school classes and field placement would emerge in response to Appendix 2 only if students chose to use these settings as examples). Student responses were later coded as indicating virtually no evidence of the criterion (0), some evidence of it (1), or more than some (2).[4]

A third set of data was gathered by research staff observations of a non-program school class, a program class, and the field placement activities of four students per school for about one hour per student (Appendix 4). Observers used categories similar, but not completely identical, to the criteria used in the student interviews. Observers' written descriptions were later coded into virtually no evidence (0), some evidence (1), or more than some evidence (2).[5]

IV. Findings

A. What settings provide developmental activity?

When asked to recall examples of developmental activity from any aspect of their life since the beginning of high school, students mentioned settings according to the frequencies listed in Table 1. We asked for responses to 7 questions, but students were free to give more than one response per question. Of the 448 questions (64 students x 7 questions) there were 74 occasions when students could think of no example of an experience that met the criterion (no responses of 31 and 43), but for some criteria, more than one experience was given. Program student responses do not generally differ from control students. The school community service program was mentioned among program students more often than any other setting, and it accounted for 17% of all the examples that program students mentioned.

Frequencies in Table 1 could be viewed in relation to the potential influence of different settings, based on an estimate of time that students spend in them. Are some settings mentioned far out of proportion to the percentage of time that students spend in them? As

a rough approximation, consider the following estimates of how high school seniors spend their time each week.

	Hrs./Wk.	% of Waking Time (119 hrs.)
School (7 hrs./day x 5 days)	35	29
Job (63% of seniors work an average of 19 hrs./wk.)	12	10
Family time (est. 3 hrs./day av.)	21	18
Community Service Program (est. 4 hrs./wk.)	4	3
Other (est. 7 hrs./day sleep, add to above and subtract this total from 168 total hrs./wk.)	47	39

Comparing these percentages with the percentages of the various settings in Table 1, note that some settings are reported more frequently for their developmental significance than might be expected in terms of the time devoted to them, especially community service, job, and family. School appears underrepresented (occupying 29% of the time, but only 16 to 20% of the responses). Other settings combined represent about 39% of the time, and they were mentioned with about the same proportional frequency. Data of this sort may suggest that settings such as community service, job, and family seem to have great potential for fulfilling developmental criteria, but that most of the experiences which students recall occur in other places.

Table 2 shows the extent to which various settings were associated with particular developmental criteria. School classes and jobs were most frequently cited as experiences involving hard work. Questioning one's beliefs and values occurred most frequently in peer group

situations and personal relationships. Family, job, and community service programs were most frequently recognized as opportunities for using one's own judgement. Opportunities for cooperation occur largely in extracurricular activities and community service. Community service offers new and challenging experiences more frequently than other settings. Students tend to talk more with others about their personal experiences than about activities in other settings. Community service was mentioned either most frequently or second most frequently on four of the seven criteria.

B. Developmental Activity in School Classes and Field Placements

Having identified the frequency with which students recall particular settings as examples of developmental activity, we turn now to students' descriptions of the extent to which school classes and field placements tend to meet each of the developmental criteria. Table 3 summarizes ratings across eight schools of observers, control students and program students. Ignoring observer ratings for the moment, note that program students and control students tend to make similar assessments of school classes (exclusive of program classes) on most of the developmental criteria (except for large discrepancies where program students rate classes much lower on cooperative work and feedback).

Comparing ratings of field placement to school classes, note that program students rate the field placement higher on every criterion except cooperation. According to program students, the most dramatic differences between field placements and school classes occur in

regard to being free to use one's own judgement and facing something new and challenging. School classes are rated lowest on questioning one's values and being asked to think reflectively. Placements are rated low on questioning values and working cooperatively. Program classes, evaluated only by observers, involved a higher level of developmental activity than either regular classes or field placements.

Degree of agreement between students and observers. Average ratings pooled across schools show observers finding less evidence for developmental activity in both school classes and field placements than students. One problem in comparing student and observer ratings is that they responded to different stimuli. Observers visited one control class, one program class and four field placements at each school, and described the activity observed in each setting. In contrast, students were asked to describe the extent to which each developmental criterion was fulfilled generally in school classes and placements. Students' higher ratings may be a result of their having considered a much larger sample of experience, thereby permitting greater opportunity for each developmental experience to occur. At this stage of analysis it appears, however, that observer and student ratings do not differ in such a consistent, linear manner. Observer totals for each activity across eight schools do tend to produce the same rank order among activities as do student totals, but observer totals for each particular school do not help to predict student totals for that school. This may be due to the fact that observers' limited observations within a school could not capture a representative sample of student experiences within that school.

Observer sampling errors accumulated across schools, however, may cancel one another such that observer ratings for activities approximate the order of student ratings when schools are pooled.

Table 4 allows comparison between schools in developmental activity reported by students. The ratings show variance among schools which is necessary if we are to give credence to these assessment techniques. In seven of the eight schools, field placement ratings exceed ratings for school classes, which would be expected from the literature. Within the field placement ratings, note how close five schools score to one another (2, 3, 4, 7, 8), and that schools 1 and 5 are clear outliers (if school 5 were omitted from the analysis, the standard deviation for field placements would decrease to .14). One might create an overall index of developmental opportunity for each school by adding evaluations of school classes and field placements, and the third column shows the results: four schools score 2.18 or more (3, 4, 6, 8), two schools score considerably below that (1 and 5).

Together Tables 3 and 4 indicate variance in developmental opportunities between activities across schools (e.g., working hard compared to questioning beliefs and values), and variance between schools in total scores. Discussion of such differences, however, should acknowledge the generally low level of developmental opportunities observed across most activities and schools. Recall that descriptions of activities were coded to a three-point scale in which the highest rating was 2, standing for evidence that the activity prevailed "more than some" of the time. In Table 3, of 45 average estimates only 17 were 1 or above, only 3 exceeded 1.5. Most of the

estimates, therefore can be viewed as judgements between "none" and "some." While more than a third of the total estimates exceed "some," only a small portion of these approach 2 or "more than some." These ratings, combined with the "no response" of about 16% in Table 1, indicate that developmental activity seems rare in school classes, community service programs and experiences beyond school.

V. Implications

The main purpose of the interview and observational data was to begin work on a methodological questions how might we assess the developmental characteristics of the settings in which adolescents participate? This report gives few indications of the success of the techniques used, although several of the findings are consistent with what we might expect of a sensitive measurement process. Encouraging findings include consistency between the responses of program and control students regarding the salience of different settings in providing developmental opportunities; consistency in students' evaluation of developmental activity in school classes; differences (found by both students and observers) that would be expected from previous literature; for example, field placements rated higher on developmental activity than school classes; school classes scoring much higher on working hard than on questioning beliefs and values; variance among schools in developmental activity.

The success of this methodology, however, must ultimately be evaluated through other findings from the main study, and we have no idea what future findings will show. To confirm the value of this sort

of inquiry into students' experiences we would need to find 1) that students differ in their developmental changes during the period studied, and 2) that these changes are associated with their personal reports of developmental experiences (from the survey questionnaire). Such findings should apply to both control and program students.

Next we are interested in determining whether the rate of developmental change in program students differs from control students, and if so, whether differences within program students can be attributed to differences in individual student reports about developmental activity in their community service experience.

A final step is to examine the extent to which mean differences between schools in students' social development can be explained by school differences in students' reports of developmental activity in those schools. The small population of only 8 schools restricts statistical inference on this question, and the data reported here indicate only small differences between schools in developmental activity, but future analysis will allow some examination of such trends in school differences. Pursuit of each of these analyses will give a better indication of what we might learn by asking students to report on where they find developmental opportunities in their lives, and by observing school classes and field placements with particular criteria for developmental activity in mind.

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Footnotes

1. Conrad and Hedin (1981) have demonstrated a relationship between programs of experiential education and student development and an apparent influence of a school-based seminar on developmental outcomes. Mosher (in Newmann and Sleeter, 1982) has summarized research on developmental effects of specific school curriculum projects in moral reasoning, peer counseling, student participation in governance, women's studies, and the disciplines.

2. The main study of high school community service programs is a collaborative effort by Fred Newmann, Diane Hedin, Robert Rutter and Johna Gerasch. A final report will be submitted to the National Institute of Education in December, 1983.

3. Three judges read the student responses, summarized from interview data, and independently coded each response to a setting. All three judges agreed on 94% of these codings.

4. Three judges read the student responses, summarized from interview data, and independently coded each response. All three judges agreed on 90% of these codings.

5. All three judges agreed on 84% of these codings.

Table 1

Program and Control Students' Reports of
Developmental Activity in Ten Settings
Pooled Across Eight Schools

Setting	Number of Activities Reported (by 32 program and 32 control students)			
	Program		Control	
	#	%	#	%
School classes	47	16	57	20
Job	48	16	50	17
Family	26	9	29	10
Extra curricular	33	11	48	16
Church	7	2	6	2
Personal experience	23	8	41	14
Peer group pressure	8	3	8	3
Hobbies and non-school sports	14	5	6	2
Civic associations and other groups	14	5	4	1
School community service program	50	17	-	-
No response	31	10	43	15
TOTAL	301	102%	292	100%

Table 2

Frequency of Reported Developmental Activities in Ten Settings, Program and Control Responses Pooled Across Eight Schools

Setting	Work Hard #	Work Hard %	Question Beliefs & Values #	Question Beliefs & Values %	Used Own Judgement #	Used Own Judgement %	Prompt Feedback #	Prompt Feedback %	Worked Cooperatively #	Worked Cooperatively %	Faced Something New and Challenging #	Faced Something New and Challenging %	Talked or Wrote About Important Experience #	Talked or Wrote About Important Experience %
School classes	33	33	8	11	8	10	20	23	18	18	13	15	4	6
Job	32	32	3	4	14	18	18	20	15	15	14	17	2	3
Family	5	5	5	7	22	28	11	13	3	3	2	2	7	10
Extra curricular	18	18	2	3	3	4	17	19	32	32	5	6	4	6
Church	0	0	8	11	0	0	0	0	5	5	0	0	0	0
Personal experience	1	1	13	18	10	13	3	3	2	2	13	16	22	31
Peer pressure	0	0	11	15	2	3	0	0	1	1	1	1	1	1
Hobbies & Sports	7	7	0	0	2	3	3	3	1	1	4	5	3	4
Clubs & Civic Assoc.	0	0	1	1	3	4	3	3	6	6	4	5	1	1
No response	1	1	20	27	6	8	7	8	5	5	13	16	22	31
Community service	2	2 (4)*	2	3 (6)	8	10 (19)	6	7 (13)	13	13 (25)	13	16 (33)	6	8 (16)
TOTAL	99	99%	73	100%	78	101%	88	99%	101	101%	82	100%	72	101%

*The response "community service" was available to only 1/2 of the respondents in the sample (i.e., the 32 program students). Parentheses indicate the percentage of such responses given within the program student sample.

Table 3

Observers' and Student Ratings of the Extent of Developmental Activity in School Classes, Field Placements and Program Class, Pooled Across Eight Schools

	School Classes			Field Placement		Program Class
Activity	Obs.	Control Students	Program Students	Obs.	Program Students	Obs.[1]
Worked hard	.81	1.34	1.34	1.61	1.59	1.44
Questioned own beliefs and values	.13	.47	.50	.06	.69	.94
Used own judgement	.38	.88	.69	1.20	1.41	1.19
Asked to think reflectively	.25	.25	.38	.06	.61	.69
Worked cooperatively	.31	1.28	.88	.76	.63	.38
Received prompt feedback	.44	1.22	1.06	.55	1.25	1.38
Thought-provoking material presented[1]	.94	--	--	.57	--	1.44
Expressed self and question teacher[1]	.25	--	--	.24	--	1.75
Faced something new and challenging[2]	--	.84	.75	--	1.38	--
OVERALL AVERAGE[3]	.44	.90	.80	.63	1.11	1.15

0 = No such activity observed
1 = Some activity observed
2 = More than some activity observed

[1]assessed only by observers.
[2]assessed only by students.
[3]sum of average ratings in each column divided by number of activities rated.

Table 4

Student Average Ratings Per School for
Seven Developmental Activities (Pooled) for
School Classes and Field Placements

School	School Classes[1]	Field Placements[2]	Classes Plus Placements
1	.68	.86	1.54
2	.82	1.21	2.03
3	.93	1.25	2.18
4	1.00	1.18	2.18
5	.71	.64	1.35
6	1.14	1.04	2.18
7	.89	1.18	2.07
8	1.00	1.21	2.21
mean	.90	1.07	1.97
SD	.14	.20	.30

[1]Rated by control students

[2]Rated by program students

Appendix 1

Section D

To what extent were each of the descriptions below true of your experience during the fall 1982 school semester in your school classes and your family? If you participated in extracurricular activities or a job last fall, rate those also. If you did not participate in an extracurricular activity or a job, leave that entire column blank. If you did participate, answer every item in the column. Circle the appropriate number for each description.

1 = never true
2 = seldom true
3 = sometimes true
4 = often true
5 = almost always true

		School Classes	Family	Extra-curricular Activities	Job
1.	My ideas and comments were taken seriously.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	I felt I made a contribution.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	I received appropriate credit or blame.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	I was free to solve problems on my own.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.	I made important decisions.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.	I thought carefully about difficult judgements.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.	Adults took notice of my work.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.	Other young people respected my efforts.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9.	Improved my opportunities for the future.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10.	I had to examine some important personal values.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11.	I expressed important personal values.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12.	I discussed carefully questions about my experiences with others.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	Adults treated me unfairly.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14.	I participated in activities I had never done before.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	I was exposed to new ideas and ways of seeing the world.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16.	I wondered about whether I would do good work.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	I tried my hardest, gave my best effort.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18.	I accomplished things I never thought I could do.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Appendix I

Section E

Community Service Students Only

To what extent were each of the descriptions below true of your experience during the fall 1982 semester in your community service class and your fieldwork? Circle the appropriate number for each description.

1 = never true
2 = seldom true
3 = sometimes true
4 = often true
5 = almost always true

		Community service class	Community service fieldwork
1.	My ideas and comments were taken seriously.	1 2 3 4 5	1 2 3 4 5
2.	I felt I made a contribution.	1 2 3 4 5	1 2 3 4 5
3.	I received appropriate credit or blame.	1 2 3 4 5	1 2 3 4 5
4.	I was free to solve problems on my own.	1 2 3 4 5	1 2 3 4 5
5.	I made important decisions.	1 2 3 4 5	1 2 3 4 5
6.	I thought carefully about difficult judgments.	1 2 3 4 5	1 2 3 4 5
7.	Adults took notice of my work.	1 2 3 4 5	1 2 3 4 5
8.	Other young people respected my efforts.	1 2 3 4 5	1 2 3 4 5
9.	Improved my opportunities for the future.	1 2 3 4 5	1 2 3 4 5
10.	I had to examine some important personal values.	1 2 3 4 5	1 2 3 4 5
11.	I expressed important personal values.	1 2 3 4 5	1 2 3 4 5
12.	I discussed carefully questions about my experiences with others.	1 2 3 4 5	1 2 3 4 5
13.	Adults treated me unfairly.	1 2 3 4 5	1 2 3 4 5
14.	I participated in activities I had never done before.	1 2 3 4 5	1 2 3 4 5
15.	I was exposed to new ideas and ways of seeing the world.	1 2 3 4 5	1 2 3 4 5
16.	I wondered about whether I would do good work.	1 2 3 4 5	1 2 3 4 5
17.	I tried my hardest, gave my best effort.	1 2 3 4 5	1 2 3 4 5
18.	I accomplished things I never thought I could do.	1 2 3 4 5	1 2 3 4 5
19.	I faced new and challenging situations.	1 2 3 4 5	1 2 3 4 5
20.	I worked with people from a different race, age, or social class.	1 2 3 4 5	1 2 3 4 5
21.	I worked closely with adults.	1 2 3 4 5	1 2 3 4 5
22.	I worked closely with fellow students.	1 2 3 4 5	1 2 3 4 5
23.	I worked individually on my own.	1 2 3 4 5	1 2 3 4 5
24.	I worked as part of a cooperative group or team.	1 2 3 4 5	1 2 3 4 5
25.	I listened to presentations such as lectures or films.	1 2 3 4 5	1 2 3 4 5

1 = never true
2 = seldom true
3 = sometimes true
4 = often true
5 = almost always true

	Community service class	Community service fieldwork
26. I read articles, books, instruction manuals, or other materials.	1 2 3 4 5	1 2 3 4 5
27. I wrote reports, journals, or other documents.	1 2 3 4 5	1 2 3 4 5
28. I gathered information through library work, surveys, interviews, etc.	1 2 3 4 5	1 2 3 4 5
29. I discussed important topics.	1 2 3 4 5	1 2 3 4 5
30. I questioned or suggested changes in the policies of a community agency.	1 2 3 4 5	1 2 3 4 5

Appendix 2

Student Interview

We are interested in the opportunities you have had for good educational experiences, in and out of school, since the beginning of high school. We will ask for examples of activities you have participated in, and please feel free to include illustrations from school classes, school activities, a job, if you've had one, out of school activities, including family life. When we ask about your activities, think about what you've done since the beginning of high school, including summers and what you're doing right now.

I'm going to ask you seven questions that follow the same format. They ask you to think about activities you've had, for example, in school classes, on a job, out of school, or in your family.

Have you been involved in a situation in which: (interviewer repeat this phrase for each item)

		List	Description
1.	You worked long and hard and did your best.		
2.	You thought very carefully about your beliefs and values.		
3.	You were free to use your own judgment instead of being told what to do.		
4.	You received prompt feedback on your successes, your mistakes and how to improve.		
5.	You worked cooperatively in a group effort.		
6.	You faced something very new and challenging.		
7.	You thought an experience was so important that you sat down and wrote about it or talked about it with other people.		

Appendix 3

Now lets review your ideas about school classes.

1. To what extent did you work long and hard and try your best?

2. To what extent did you think very carefully about your beliefs and values?

3. To what extent were you free to use your own judgement instead of being told what to do?

4. To what extent did you receive prompt feedback on your successes, your mistakes and information about how to improve?

5. To what extent did you work cooperatively in a group effort?

6. To what extent did you face something very new and challenging?

7. Have you ever had an experience in a school class that was so important that you sat down and wrote about it or talked about it with other people?

Now let's review your experience in your community service field placement. Same seven questions asked about field placement.

Appendix 4

Observation Sheet

To what extent did each of the following conditions occur in the class or at the field site? Give a summary indication of the extent to which each occurred and describe activities and circumstances to support the summary assessment for each. Give credit only for observable evidence of the criterion.

	Description
1. Students worked hard, concentrating on sustained tasks.	
2. Thought-provoking material was presented by the teacher, or students, or media (texts, films, etc.).	
3. Students were encouraged (by teacher, students, or media) to question their beliefs and values.	
4. Students were encouraged to use their own judgement-discretion, instead of relying on authorities.	
5. Students were encouraged to express themselves, to participate in discussion, to give input, including questioning of the teacher's (or agency) views or procedures	
6. Students were asked to think reflectively about the meaning of an experience and to write or talk about it with others.	
7. Students worked cooperatively with others.	
8. Students received prompt, clear feedback on their successes, mistakes and how to improve.	